

Grade 5 , Unit 7
Supporting an Opinion Through Research

Pacing Guide: This unit is designed to be implemented in the course of **21 days** with **3 buffer days** for a total of **24 days**.

Unit Overview: In this final unit of the year, students will write an argument paper supported by research. Building on the work begun in unit 3, students will research a topic using multiple sources, analyzing the points of view presented in the research. They will use this research to develop a proposed solution to a problem noted in the research. They will write up their proposal which includes the claim, evidence, and proposed solution. They will then present the proposal using technology.

Essential Questions and Big Ideas Addressed in this Unit

Essential Questions:

How do writers select the best evidence to support their points of view with reasons and information?

How do I connect my ideas and make them transition smoothly from one section or idea to another?

How can I write an effective proposal?

Big Ideas (Possible Responses to the Essential Questions):

You must be sure to have valid and accurate information when taking notes to support your opinion. You must sift through all of your information to select the best evidence to support your opinion.

Ideas are linked using key words, phrases, and clauses that help transition ideas from one section or sentence to another.

Effective proposals present a clear claim, support that claim with reasons and information, and provide a conclusion. They are geared toward an audience and include visuals to support ideas.

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Common Core Reading Standards Highlighted in this Unit	Common Core Language Standards Highlighted in this Unit
<p>RI5. 1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from a text. (supporting?)</p> <p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (supporting)</p> <p>RI5. 6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI5.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p> <p>RI5.9 INTEGRATE information from several texts on the same topic in order to write or speak about the subject knowledgeably. (Supporting Standard RI5.6 will give you more support on this standard.)</p>	<p>L5.1 Demonstrate command of the conventions of standard English, grammar, and usage when writing or speaking</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing</p> <p>L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
Common Core Writing Standards Highlighted in this Unit	Common Core Speaking and Listening Standards Highlighted in this Unit
<p><i>W5.7 CONDUCT SHORT RESEARCH PROJECTS that use several sources to build knowledge through investigation of different aspects of a topic.</i></p> <p><i>W5.1 Write opinion pieces on topics or texts supporting a point of view with reasons and information</i></p> <p style="padding-left: 20px;"><i>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writers purpose.</i></p> <p style="padding-left: 20px;"><i>b. Provide logically ordered reasons that are supported by facts and details</i></p> <p style="padding-left: 20px;"><i>c. Link ideas within and across categories of information, using words, phrases and clauses (e.g. in contrast, especially)</i></p> <p style="padding-left: 20px;"><i>d. Provide a concluding statement related to the opinion presented.</i></p> <p><i>W5.9 Draw evidence from literary or informational texts to support analysis, reflection and research</i></p>	<p><i>SL5. 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</i></p> <p style="padding-left: 20px;"><i>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g. consequently and therefore) and provides a concluding statement related to the speakers position.</i></p> <p><i>SL5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p><i>SL5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situations. (See grade 5 Language standards 1 and 3 on pages 20-21 for specific expectations)</i></p>

Action Project Proposal:

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Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and the environment. Your task is to join in this effort by writing a proposal to protect the Earth and then present that proposal to the appropriate audience.

Look back through the research you completed in unit 3, and select an issue that relates to climate change which you would like to address with a possible solution. In your opinion, what is the best way to solve this problem? As you continue your research, look for evidence that will support your opinion. Write an argument piece (proposal) that supports your point of view with information from your research and incorporates visuals and technology.

Teacher note: This culminating unit brings together all students have learned about researching and argument opinion writing. It is highly suggested that the teacher chooses a topic to model with throughout this unit. The teacher should model researching information, analyzing the text for the claims and supporting evidence. In writing, teacher should model planning and writing the proposal following the proposal instructions and student checklist, as well as modeling revision as appropriate (see playlist for resources).

Task 1: See teacher note above. (approx. 3-5 days)
Students select a topic (from the ones already explored in unit 3). This can be one they already researched, or another topic around climate change. If students choose a new topic, they will have to conduct additional research before forming an opinion. Students look through their research, determine a problem they wish to solve, as well as

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brainstorm possible solutions (The solution may change as they conduct further research). Students create a claim to address in the unit. (Good example: If people want to slow climate change they must reduce their use of plastics. Poor example: Pollution is bad and must be stopped.)

Task 2: (approx. 5-7 days) Students research to find dependable and reliable evidence to support the claim they are presenting (their solution to the problem). Students should sift through their research and find the evidence that supports their claim as well as conducting more research if necessary. Evidence should include visuals (graphs, charts, etc...) that further support the ideas. See template (playlist) for example of how students could email an organization to get more ideas for their proposal.

Task 3: (approx. 10 days) Students create a proposal that shows how they will solve their problem.
See suggested proposal instructions (and proposal checklist) on playlist. Directions may be modified at teacher discretion. Students may work in groups, but work should be evenly distributed. Students should revise proposals with feedback from others. Students must use technology to present the proposal. The proposal should include a bibliography of sources.

Task 4: (approx. 3 days) Students rehearse and present their proposal to an audience. The playlist includes possible rubric for individual or group presentations.

Learning Experiences (Tasks)

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